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## **A Study of The Administration and Organization of The High School Band In Western Kansas**

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A STUDY OF THE ADMINISTRATION AND ORGANIZATION OF THE  
HIGH SCHOOL BAND IN WESTERN KANSAS

Being

A Thesis Presented to the Graduate Faculty of the Fort  
Hays Kansas State College in partial fulfillment  
of the Requirements for the Degree of  
Master of Science

By

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## Chapter I

### PURPOSE, METHOD, AND SCOPE OF SURVEY

The growth of the high school band movement in Western Kansas in the last decade has been phenomenal. Prior to 1928 there had been a few band organizations in the larger school systems located for most part in the east half of the State but to-day there is to be found instrumental instruction and regularly organized bands with full instrumentation and well qualified directors in the greater part of our school systems in Western Kansas.

The band movement is among others recognized as one of the chief means of making Western Kansas "Music Minded." The administrator, with the hearty cooperation of patrons, has promoted the band movement as a valuable educational contribution to the curriculum.

This study is a scientific investigation to determine the educational values of band instruction as a part of the curriculum as well as the accepted methods of procedure, organization and administration of the high school band in Western Kansas. It is obvious that in such an extensive survey as this, it is necessary that the factors involved be limited to certain particular phases of the problem. For this reason and since the greatest outward ap-



pearance of advance in the band movement has been made in the past decade in Western Kansas the present survey will present the situation as found at the present time.

Study of the problem reveals that noticeable growth in band development is attributed to specific methods of procedure, organization and administration established upon accepted basic principles pertaining to its continuance and extension. To have a means of analysis of existing conditions and methods of approach and organization, it is necessary to choose a method for obtaining information from the school systems within the geographic area covered by the investigation. The method to obtain data was by means of an extensive questionnaire covering many phases of the administration and organization of the bands in the high schools of Western Kansas. This method asked for information covering the following aspects of the problem; enrollment, rehearsal and instruction, the instructor and his preparation, credits, music library, uniforms, organization, instruments, objectives, means of creating and continuing interest, music and seating arrangements.

The geographic area covered by the survey was chosen because of the likeness of existing school organizations in which similar problems of administration and organization pertaining to the study might be expected to be encountered and one in which economic and social factors would not vary to any great degree.

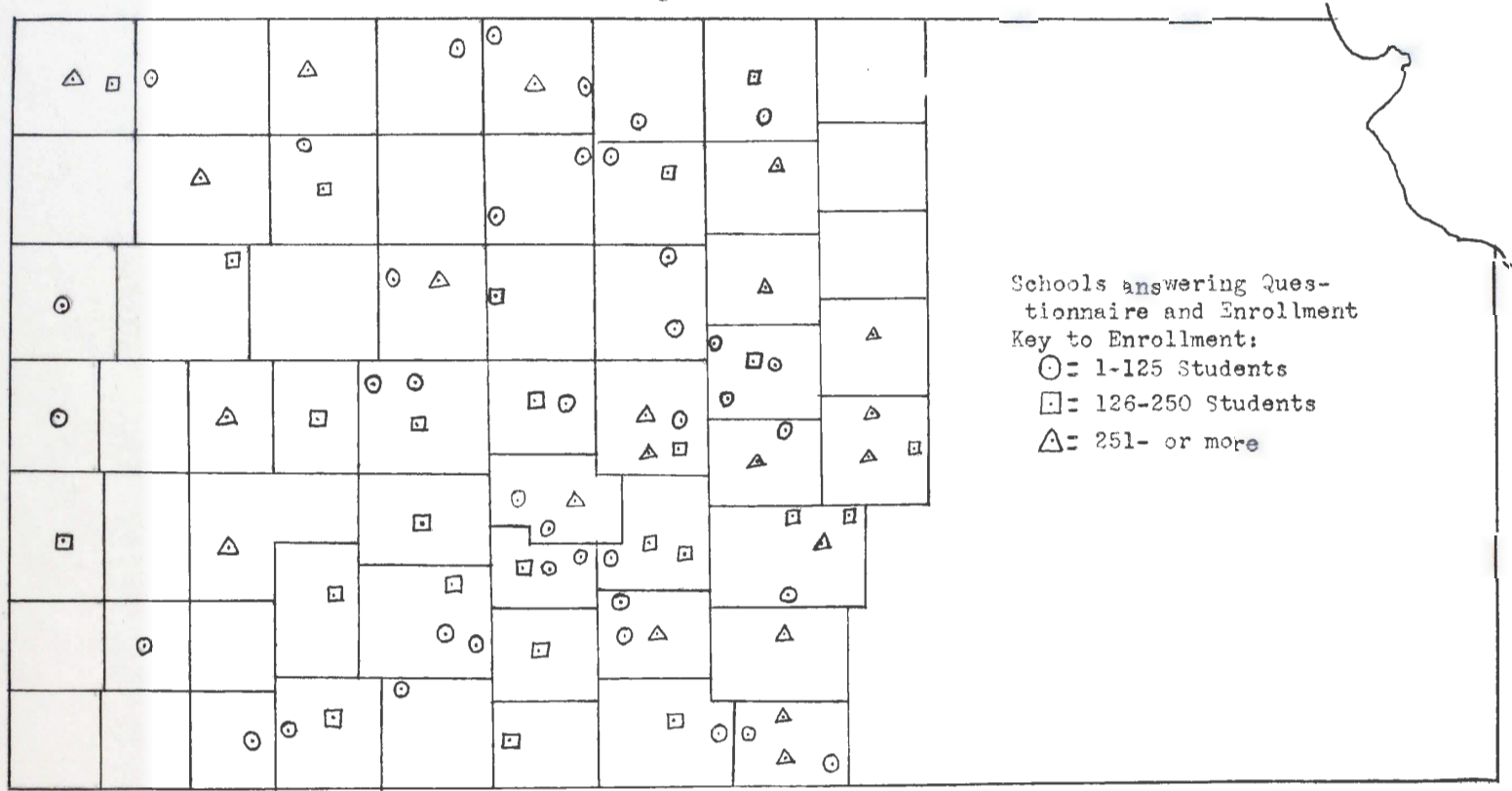
The section of the State of Kansas included in the study is

that territory lying West of a line beginning at the Northeast corner of Republic County and extending South to Harvey County, then West to Reno County, then South following the East County lines to the Kansas-Oklahoma State line. This section is composed of fifty-nine Counties having 214 accredited high schools. One hundred sixty-two questionnaires were mailed to schools within this area. Some of the schools having small enrollments were not included unless definitely known to have a band. Of the 162 questionnaires sent out, 112 were returned of which 87 were usable; 27 schools not having band. Of the 87 usable questionnaires, 40 of the schools had enrollments of 1-125, 26 schools enrolled from 126-250 and 21 enrolled 251 or more.

On the following page will be found figure I, a map of Kansas showing the location and enrollment classification of each high school organization in Western Kansas which returned data pertaining to the study of the administration and organization of the high school band.



Figure I



## CHAPTER II

A REVIEW OF THE HIGH SCHOOL BAND MOVEMENT  
IN WESTERN KANSAS

A search of all available literature on previous theses made by the writer to find any previous study pertaining to the problem of the administration and organization of the high school band in Western Kansas proved to be unsuccessful. Two theses which have bearing on the problem will be reviewed.

The first thesis is one presented by Mr. Bert Lewis Hostinsky in 1931 at Kansas State College of Manhattan Kansas. The title is, "A Survey of Orchestras and Bands in the High Schools of Kansas." This thesis deals with those problems pertaining to bands and orchestras and includes the entire State in the survey. One hundred one schools furnished data for this investigation. A questionnaire was used in this survey to obtain the information desired. The problems included are attacked in somewhat the same manner as in the present survey but do not go into quite as much detail in certain phases. Since the survey covered the entire State the Western part of Kansas is not as adequately covered as in the present survey and since the survey included orchestra the results would vary in respect to certain phases of the data in regard to band.

The second thesis is by Homer E. Delong presented at the

University of Wisconsin in 1935. The title of the problem is, "The Band Policies of Wisconsin High Schools." The data in this survey was obtained by a questionnaire sent to representative schools classified according to enrollment in divisions of 150. DeLong's thesis is very complete, covering very adequately most problems pertaining to the band and policies of organization. Since the problems selected are similar the questionnaire used in the present thesis is very similar to the one used in the Wisconsin survey. There are some differences, namely; the present thesis will include the enrollment of the entire school system connected with the high school showing the per cent of elementary pupils receiving band instrument training and the grade in which the instruction begins; the data for this thesis comes from every high school in Western Kansas which has a band; the data in the present thesis covers an enrollment division of 125 students; some new phases of investigation have been added while others have been extended making the data more complete.

A master's thesis entitled, "The Organization and Administration of High School Bands," by Russell Edwin S. Shrader was made in 1933 at the State University of Texas. Since the University of Texas does not extend exchange privileges with our library it was impossible to review this thesis. A few other theses listed pertaining to this particular problem included either orchestra or some other phase of instrumental instruction or investigation.

The present thesis is the only research on this particular problem which has been made covering the territory herein outlined.

The growth of the band movement in Western Kansas is very interesting as well as encouraging for future bands organizing in our school systems.

A few years ago music in general and instrumental in particular was looked upon by most school authorities and patrons as a frill or as an extra-curricular part of the educational program. For most part instrumental music instruction of any kind was provided privately. The teacher had no connection with the public school systems as to-day. Of course the student did not receive credit toward graduation for his instrumental music participation under these conditions.

The only type of band participation possible was in the scattered community organizations which were composed of the older men who practised for and played only on special occasions two or three times a year. This type of organization had little to offer as an incentive to the young player and was so selective and exclusive as to bar many who otherwise might have participated.

The first band to be organized within a school system in Western Kansas was in the Salina High School in 1920. This band had a membership of 25 students. It was a "pep band." To-day, the regular band which is an established part of the school program has a membership of 90 uniformed musicians. In the Salina School



system there are 195 receiving band instruction which commences in the 7th grade.

Coming a bit further west and in a system falling in the 125-250 enrollment classification we find Ellinwood organizing a band as an outside school organization yet composed of school members in the year 1923. This band at that time had 13 members. The band now is a recognized school organization with 92 members. Under the able leadership of H. G. Palmer it has become one of the outstanding bands of Central Western Kansas.

In the 125 or less student enrollment group, Attica and Ransom share honors for early band organizations. These bands organized in 1926 as pep bands. Each starting with small membership, have grown to outstanding organizations with large instrumentations and recognized as a regular part of the school curriculum.

The band movement in Western Kansas has grown tremendously in the last decade. During the past twelve years 85 bands have been organized in the high schools of this section of the State. These bands have a membership of nearly six thousand students. Many of these students receive private instruction free of charge provided by the school. In addition many receive small ensemble instruction. All, however, receive band instruction during regular rehearsal periods. Greater numbers of students are taking opportunity of the band privileges offered and each year new bands are being organized. These are indicative of the fact that the band is accepted as a valuable

educational medium and is here to stay.

This great growth of the band movement in Western Kansas cannot be accredited to any one person or persons. The music leaders were those who early envisioned its possibilities and expended more time and energy than others in bringing about its growth. Undoubtedly one such individual who heads the list in promoting the band movement, who saw its possibilities and value and became the directing force in this great movement was none other than the late Henry Edward Malloy long a member of the Fort Hays Kansas State College faculty. It was his zealous endeavor, untiring labor and undefeatable optimism which taught the people of Western Kansas to appreciate good music and realize the value of good musical organizations. Through his efforts, the Fort Hays Kansas State College Fine Arts Festival was organized many years ago. This invitational contest became the incentive for band organizations in many high schools. At this spring festival fine trophies were offered for group, as well as individual, winners and intense friendly rivalry was generated which aided in spreading the band movement.

To-day Western Kansas can boast and rightly so bands that compare favorably with the best high school bands in the Nation.

This has occurred within the past decade. We look forward to even greater growth in the next decade.



CHAPTER III  
TABULATION ON THE DATA

This division of the thesis presents the data in tabulated form as reported in the questionnaire by the various school systems. The classification of the schools herein used is based on the belief of the writer that the problems arising in the administration and organization of the high school band will be similar in nature and manner of application in these enrollment groups.

The enrollment classification is based entirely on high school enrollment. The three divisions used will be those high school systems with enrollments up to 125 students, those high school systems with enrollments of 126 to 250 students, and those with 251 or more students.

The following tables will be an endeavor to present in an authentic manner a picture of the methods and procedure used in solving those problems which arise in the administration and organization of the high school bands in Western Kansas. The aspects of the problem to be covered in tabular form will be: enrollment, rehearsals and instruction, the instructor and his preparation, credits, the music library, uniforms, instruments, objectives, means of creating and continuing interests, and music.

The tables will all follow a general form of organization so as to be readily understandable. The different phases of the

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problem will be stated in the column to the left of the page. The classification, enrollments, number of schools answering and totals will be found at the right of the page.

TABLE I. ENROLLMENTS IN THE THREE CLASSIFICATIONS OF THE VARIOUS SCHOOL SYSTEMS REPORTING FOR THE SCHOOL YEAR 1937-1938.

School enrollments.				
School Systems	1-125	126-250	251-over	Totals
High School	3,282	4,561	9,015	16,858
Jr. High School	658	651	5,308	6,623
Elementary School	3,854	5,198	13,783	22,835
Totals	7,794	10,416	28,106	46,316

Total number enrolled in band	1,582	1,775	2,737	6,094
Percent of total enrollment in band	20.3	17	9.8	13.18

TABLE II. DATA DEALING WITH PROBLEMS ARISING IN REHEARSALS AND INSTRUCTION

	School enrollments			
	1-125	126-250	251-over	Totals
Number of concert band rehearsals per week				
One	5			5
Two	13	9	2	24
Three	9	12	11	32
Four	4	1	2	7
Five	7	3	6	16
Six	1	1		2
Total	39	26	21	86
Do you rehearse during school hours?				
Yes	36	23	19	75
No	6	3	2	11
Total	42	26	21	86
Do you have night rehearsals?				
Yes	9	9	7	25
No	30	16	14	60
Total	39	25	21	85
Number of night rehearsals per week				
One	8	6	6	20
Two		1		1
Total	8	7	6	21
Do you have after school rehearsals?				
Yes	6	9	6	21
No	32	16	14	62
Total	38	25	20	83
Do you have marching drill?				
Yes	16	18	19	53
No	19	7	2	28
Total	35	25	21	81
How often per week do you have marching drill?				
One	2	3	1	6
Two	3	5	2	10
Three		3	1	4
Irregular	7	6	12	25
Total	12	17	16	45



School enrollments				
	1-125	126-250	251-over	Totals
What time of day do you have marching drill?				
A.M.	9	8	9	26
P.M.	3	8	5	16
Total	12	16	14	42
How is position in concert band determined?				
Tryouts	5	6	6	17
Ability	10	5	7	22
Challenge	2	2	3	7
By director	1	3	2	6
Experience	1	1		2
Advancement	1	1		2
Total	20	18	18	56
How is position in marching band determined?				
Marching and general ability	4	3	2	9
Size and instrument	2	3	4	9
Ability and uniformity	2	1	5	8
Instructors judgment	1	3	2	6
Size and tryout	1	2		3
Total	10	12	13	35
How often are positions changed?				
When necessary	7	8	9	24
Seldom	5	3	2	10
Every six weeks	3	2	3	8
Each semester	5	0	2	7
Challenge	1	2	0	3
Never	1	1	0	2
Total	22	16	16	54
How many hours per week do you spend in class instruction?				
One hour	4	2	1	7
Two hours	5	3	1	9
Three hours	3	4	0	7
Four to five hours	6	1	1	8
Six to ten hours	4	6	3	13
Twelve to fifteen hrs.	6	1	3	10
Eighteen to twenty hrs.	0	4	1	5
To thirty hours	0	1	4	5
Total	28	22	14	64

School enrollments				
	1-125	126-250	251-over	Totals
Do you require any specific music course such as theory, general music, etc., for band members?				
Yes	2	2	55	9
No	35	22	15	72
Total	37	24	20	81
Do you have a second or beginners band?				
Yes	26	17	19	62
No	13	9	2	24
Total	39	26	21	86
Do you give class instruction on the various instruments?				
Yes	29	21	16	66
No	10	4	5	19
Total	39	25	21	85
Do you give this class instruction during school hours?				
Yes	24	19	16	59
No	7	6	2	15
Total	31	25	18	74
Do you give individual lessons?				
Yes	36	23	18	77
No	2	3	2	7
Total	38	26	20	84
Do you give individual lessons during school hours?				
Yes	30	14	10	54
No	6	9	7	22
Total	36	23	17	76
Is a fee charged for individual lessons?				
Yes	10	10	9	29
No	28	13	10	51
Total	38	23	19	80

School enrollments				
	1-125	126-250	251-over	Totals
Does instruction continue during summer months?				
Yes	15	6		21
No	22	17	20	59
Total	37	23	20	80
Do you require outside practise?				
Yes	32	20	19	71
No	6	1	1	8
Total	38	21	20	79
Fee for individual lessons				
25¢	3	0	0	3
50¢	6	9	5	20
60-75¢	0	2	1	3
\$1.00	0	0	3	3
Total	9	11	9	29
Amount of outside practice required per day				
Twenty minutes	2	0	0	2
Thirty minutes	10	7	9	26
Forty minutes	1	1	1	3
Forty-five min.	3	2	0	5
One hour	4	2	2	8
No definite amount	3	2	0	5
Total	23	14	12	49
How do you check outside practice?				
Practice slips	5	1	4	10
Slips signed by parents	8	3	3	14
Results and progress	2	1	3	6
Advancement and improvement	3	2	0	5
Inquire of student	3	1	0	4
Weekly report cards	1	1	0	2
Honor system	1	0	1	2
Parent conferences	0	2	0	2
Total	23	11	11	45



## School enrollments

	1-125	126-250	251-over	Totals
Grade in which instruction starts				
3rd	7	4	3	14
4th	6	8	9	23
5th	7	5	4	16
6th	2	3	2	7
7th	5	1	1	7
8th	1	0	0	1
9th	5	3	1	9
Total	33	24	20	77
Means used to determine qualifications to play				
Music ability	5	1	0	6
Desire to play	9	1	3	13
Tryout period before choosing definitely	6	2	3	11
Scholarship standing	2	0	3	5
Physical make-up	4	2	1	7
Instructors opinion only	6	4	4	14
Attitude of parents	1	0	0	1
Apparent intelligence	1	2	0	3
Rhythm tests	4	2	1	7
Ear tests	2	1	1	4
Musical tests	1	10	4	15
Record of grade music	2	0	0	2
General aptitude	0	1	1	2
Tryouts in melody band using toy instruments	0	1	2	3
Saxette classes	0	2	1	3
Total	43	29	24	96
Number of schools reporting				
	29	22	19	70

TABLE III. DATA PERTAINING TO THE INSTRUCTOR, HIS PREPARATION AND SALARY SCHEDULE.

School enrollments				
	1-125	126-250	251-over	Totals
<b>Degree or degrees now held by the band director</b>				
Bach. of Science	11	6	5	22
Bach. of Music	9	6	3	18
Bach. of Arts	8	6	5	19
Bach. of Arts and Bach. of Music	1	3	2	6
Bach. of Sc. and Music Education	3	1	3	7
Bach. of Sc. and Bach. of Music	2	1	0	3
Bach. of Music Educa.	0	3	0	3
Bach. of Arts and Master of Arts	1	0	0	1
Bach. of Music and Master of Sc.	0	0	1	1
<b>Total</b>	<b>25</b>	<b>26</b>	<b>19</b>	<b>80</b>
<b>Number of hours credit in Music</b>				
No report	7	1	5	13
5 to 10 hours	2	0	1	3
15 to 20 hours	2	0	2	4
21 to 30 hours	1	0	0	1
40 to 48 hours	1	2	2	5
50 to 55 hours	6	1	2	9
60 to 70 hours	9	7	1	17
71 to 80 hours	3	6	3	12
81 to 90 hours	5	2	4	11
91 to 100 hours	0	1	0	1
101 to 140 hours	4	4	0	8
141 to 160 hours	0	2	1	3
<b>Total</b>	<b>40</b>	<b>26</b>	<b>21</b>	<b>87</b>
<b>Does band instructor teach other subjects?</b>				
Yes	27	18	5	50
No	11	88	14	33
<b>Total</b>	<b>38</b>	<b>26</b>	<b>19</b>	<b>83</b>
<b>Do you have more than one person working with band?</b>				
Yes	3	2	5	10
No	35	20	15	70
<b>Total</b>	<b>38</b>	<b>22</b>	<b>20</b>	<b>80</b>

School enrollments					
		1-125	126-250	251-over	Totals
Instructors salaries and months employed.					
Salary	Months				
\$ 66.	12	1	0	0	1
75.	12	0	0	1*	1
83.	12	0	0	1*	1
100.	9	8	3	0	11
	11	1	0	0	1
	12	1	1*	1	3
105.- 110.	9	7	1	0	8
	11	1	0	0	1
	12	0	1	0	1
113. - 125.	9	8	3	0	11
	12	2	1	2	5
130. - 145.	9	4	6	0	10
	12	2	2*	5*	9
150. - 175.	9	0	2	2*	4
	10	0	0	1	1
	11	0	0	2*	2
	12	0	4	3	7
177.- 180.	9	0	1*	0	1
	12	0	0	1*	1
216.	9	0	0	1*	1
*City pays additional on salary					
Is the contract for twelve months?					
For nine months		31	17	3	51
For ten months		0	0	1	1
For eleven months		3	0	4	7
For twelve months		5	9	13	27
Total		39	26	21	86
Is he connected with the municipal band?					
Yes		12	14	14	40
No		25	12	6	43
Total		37	26	20	83
The amount of salary or support given by the city toward the band program					
\$ 100. to 200.		7	2	1	10
201. to 300.		0	4	3	7
301. to 400.		0	1	1	2
401. to 500.		0	4	2	6
501. to 600.		0	1	0	1
700. to 800.		0	0	3	3
801. to 1000.		0	0	2	2
1800.		0	0	1	1
Total		17	12	13	32



TABLE IV. AMOUNT OF CREDIT GIVEN FOR BAND PARTICIPATION

	School enrollments			Totals
	1-125	126-250	251-over	
<b>Credit given for band (Sem.)</b>				
None	2	0	0	2
One-eighth unit	17	9	6	32
One-fifth unit	2	0	0	2
One-fourth unit	10	7	7	24
One-third unit	1	0	0	0
One-half unit	4	6	3	13
Total	36	22	16	74
<b>Hours per week band meets</b>				
One hour	2	0	0	2
Two hours	13	7	1	21
Three hours	12	9	11	33
Four hours	5	3	3	11
Five hours	4	5	4	13
Six hours	1	1	0	2
Total	37	25	19	82
<b>Is credit given for individual lessons?</b>				
Yes	9	5	4	18
No	27	19	16	62
Total	36	24	20	80
<b>Credit given for individual lessons (Sem.)</b>				
One-eighth unit	3	1	1	5
One-fourth unit	4	1	2	7
One-half unit	2	1	1	4
Total	9	3	4	16
<b>Amount of band credit allowed toward graduation</b>				
None	2	0	1	3
One unit	26	13	8	47
Two units	1	6	6	13
Three units	1	3	2	6
Four units	0	1	0	1
Total	30	23	17	70

TABLE V. DATA PERTAINING TO THE MUSIC LIBRARY

School enrollment				
	1-125	126-250	251-over	Totals
The approximate value of the music library				
\$ 5 to 50	16	7	0	23
51 to 100	8	3	0	11
101 to 200	6	4	5	15
201 to 300	3	4	6	13
301 to 400	1	1	2	4
401 to 500	0	2	0	2
600 to 800	0	1	2	3
1000	1	0	0	1
1500	0	1	0	1
4000	0	0	1	1
Total	35	23	16	74
How the library is filed				
Numbered as marches, overtures, books, etc	9	4	2	15
Alphabetically and grouped (band, orchestra, etc.)	2	5	5	12
Alphabetically according to composers	5	2	1	8
Folders	2	1	2	5
Total	18	12	10	30
Do members have music all the time?				
Yes	15	9	12	26
No	8	8	0	16
Total	23	17	12	52
Method used in checking out music to members				
Folders	33	4	9	16
By librarian	6	6	3	15
By director	6	3	2	11
Signing out	7	3	0	10
Total	22	16	14	52
Does school furnish all music?				
Yes	29	23	19	71
No	4	2	1	7
Total	33	25	20	78

TABLE V continued

	School enrollment			Totals
	1-125	126-250	251-over	
Who pays for lost music?				
Student	21	8	9	38
School	7	9	8	24
Total	28	17	17	62

TABLE VI. HISTORICAL DATA PERTAINING TO THE BAND MOVEMENT  
IN WESTERN KANSAS

	School enrollment			Totals
	1-125	126-250	251-over	
The year the band was organized				
1920	0	0	1	1
1923	0	1	0	1
1925	0	1	3	4
1926	2	0	1	3
1927	0	1	2	3
1928	3	1	0	4
1929	0	0	2	2
1930	2	2	2	6
1931	4	0	1	5
1932	4	0	1	5
1933	1	0	0	1
1934	2	5	1	8
1935	5	3	3	11
1936	8	4	1	13
1937	5	2	2	9
Total	36	20	20	76
Membership the first year				
7 to 15	7	2	2	11
16 to 25	13	6	9	28
26 to 35	9	4	3	16
36 to 45	3	3	0	6
46 to 60	0	3	1	4
Total	32	18	15	65
Membership at present				
15 to 25	6	4	0	10
26 to 35	16	2	0	18
36 to 45	6	5	0	11
46 to 55	4	3	6	13
56 to 65	3	3	3	9
66 to 75	3	0	3	6
76 to 85	0	3	2	5
86 to 95	0	2	2	4
100 to 125	0	1	3	4
126 to 145	0	1	1	2
Total	38	24	20	82



TABLE VI continued

School enrollments				
	1-125	126-250	251-over	Total
Early relationship to the school system				
Pep	4	2	6	12
Activity	3	1	2	6
School band	3	5	4	12
Total	10	8	12	30
Did the band have a regular director?				
Yes	2	2	5	9
No	31	18	14	63
Total	33	20	19	72

TABLE VII. DATA PERTAINING TO UNIFORMS

School enrollments				
	1-125	126-250	251-over	Total
Do you have uniforms?				
Yes	22	21	18	61
No	14	5	3	22
Total	36	26	21	83
Cost per uniform				
\$ 1 to 5	6	4	3	13
6 to 10	7	4	5	16
10.50 to 15.	6	6	7	20
15.50 to 20.	1	3	2	6
21.00 to 25.	0	3	1	4
Total	21	21	18	58
Does school furnish?				
Yes	15	17	13	45
No	5	3	2	10
Total	20	20	15	55
Does school furnish part or whole?				
Whole	9	5	7	21
Part	5	10	8	23
Total	14	15	15	44
Cost to parents				
None	7	5	9	21
\$ 1 to 2	2	2	3	7
2.01 to 3.	0	2	2	4
3.01 to 5.	2	1	0	3
Total	11	10	14	35

TABLE VII continued

School enrollments				
	1-125	126-250	251-over	Totals
Do civic organizations aid?				
Yes	7	9	11	27
No	5	9	4	18
Total	12	18	15	45
Tailor or community made				
Tailor made	13	17	17	45
Community made	7	4	2	13
Total	20	21	19	60
By whom in community				
Home Ec. Dept.	2	1	1	4
Mothers	3	3	1	7
Band parents club	2	1	0	3
Total	7	4	2	13

TABLE VIII. DATA PERTAINING TO STUDENT ORGANIZATION WITHIN THE BAND

School enrollments				
	1-125	126-250	251-over	Totals
Do you have student organization within the band?				
Yes	18	12	10	40
No	20	12	11	43
Total	38	24	21	83
What officers?				
Librarian	10	8	5	23
President	5	7	6	18
Vice-president	4	7	4	15
Secretary	6	5	4	15
Student director	5	4	4	13
Secretary-treasurer	2	4	3	9
Manager	6	1	2	9
Drum major	1	2	0	3
Treasurer	2	0	1	3
How are officers chosen?				
By director	7	0	1	8
Elected by band	11	12	9	32
Total	18	12	10	40

TABLE VIII continued

School enrollments				
	1-125	126-250	251-over	Totals
Term of office				
Six weeks	1	0	0	1
One semester	44	1	2	7
One year	10	10	6	26
Total	15	11	8	34

TABLE IX THE NUMBER, VALUE, AND KIND OF SCHOOL OWNED INSTRUMENTS IN EACH CLASSIFICATION

School enrollments				
	1-125	126-250	251-over	Totals
Do you rent instruments for students?				
Yes	6	5	2	13
No	30	19	17	66
Total	36	24	19	79
Do you have school owned instruments?				
Yes	35	26	21	82
No	3	0	0	3
Total	38	26	21	85

TABLE IX continued

NUMBER OF INSTRUMENTS OWNED BY SCHOOLS  
IN EACH CLASSIFICATION

No. INSTS.	1-125	126-250	251-over	Total
1	2	2	0	4
2	2	1	0	3
3	7	2	0	9
4	5	5	0	5
5	2	0	0	2
6	1	2	1	4
7	4	1	1	6
8	0	1	1	2
9	1	1	2	4
10	2	1	0	3
11	0	4	2	6
12	1	1	0	2
14	1	1	4	6
16	0	1	1	2
17-18	1	1	1	3
19-20	0	0	1	1
21-22	0	2	2	4
23-25	0	1	1	2
30-35	1	1	0	2
51	0	0	1	1
127	0	0	1	1
<b>Total</b>	<b>30</b>	<b>23</b>	<b>19</b>	<b>72</b>



TABLE IX continued

VALUE AND NUMBER OF INSTRUMENTS FOR  
EACH SCHOOL SYSTEM REPORTING

1-125			126-250			251-over		
SCHOOL	VALUE	INSTS.	SCHOOL	VALUE	INSTS.	SCHOOL	VALUE	INSTS.
1	\$ 12.	1	1	\$ 30.	1	1	\$ 250.	7
2	15.	1	2	95.	3	2	513.	9
3	22.	2	3	150.	1	3	690.	6
4	40.	3	4	160.	2	4	740.	13
5	45.	4	5	230.	3	5	790.	8
6	60.	3	6	240.	6	6	830.	14
7	75.	3	7	255.	6	7	875.	9
8	124.	3	8	331.	7	8	885.	11
9	125.	7	9	555.	8	9	975.	11
10	140.	3	10	600.	11	10	1020.	14
11	145.	5	11	655.	14	11	1193.	14
12	175.	3	12	670.	11	12	1235.	14
13	205.	4	13	710.	11	13	1425.	19
14	240.	4	14	770.	18	14	1810.	17
15	255.	4	15	1000.	11	15	2085.	21
16	315.	10	16	1040.	12	16	2235.	16
17	320.	3	17	1060.	21	17	2490.	22
18	325.	6	18	1080.	9	18	4225.	51
19	340.	7	19	1217.	16	19	6365.	127
20	355.	4	20	1345.	10			
21	404.	18	21	1893.	35			
22	417.	5	22	2210.	21			
23	470.	12	23	3140.	25			
24	479.	10						
25	480.	2						
26	550.	7						
27	640.	9						
28	650.	7						
29	817.	14						
30	1900.	31						

TABLE IX continued

## INSTRUMENTS

	1-125		126-250		251-over	
	No.	Value	No.	Value	No.	Value
Alto Horns	15	342.	13	293.	3	45.
Alto Clarinets			1	200.	7	1095.
Base Clarinets			4	1050.	8	1265.
Bassoons	2	275.	11	1555.	22	3305.
Bass drums	35	1039.	27	985.	33	975.
Clarinet B-flat	12	350.	6	165.	78	1430.
Cornets	14	505.	2	30.	13	450.
Flutes	3	280.	7	400.	11	525.
French Horns	6	460.	26	2397.	34	2582.
Mellophones	9	282.	10	371.	4	110.
Tenor Saxophones			5	485.	2	150.
Tubas	24	1680.	25	1535.	28	2045.
Sousaphones	19	2845.	42	7785.	54	8795.
Trombones	12	405.	7	220.	7	300.
Baritones	16	653.	22	1168.	16	797.
Tympani	2	195.	9	1460.	19	2717.
Oboes	3	235.	10	1055.	18	1668.
Snare Drums	38	808.	47	1043.	34	742.
Cymbals	4	100.	1	20.	3	90.
Bell Lyre					2	150.
String Bass	2	190.	1	175.	4	325.
Bass Saxophone					1	150.
Baritone Saxophone					1	100.
Glockenspiel					1	60.
Fluegel					1	95.
Piccólo					2	110.



TABLE X. A LIST OF OBJECTIVES AND ORDER OF IMPORTANCE AS SELECTED BY THE SCHOOLS OF EACH CLASSIFICATION

	1-125	126-250	251-over	Totals
Music appreciation	16	10	11	37
Cooperation	16	6	5	27
Worthy use of leisure time	11	6	6	23
Efficient musicianship	12	2	2	16
Discipline	4	7	5	16
Group performance	3	5	2	10
Student enjoyment	5	4	0	9
Social training	4	4	1	9
Broad musical experience	3	2	4	9
Cultural development	1	5	2	8
Citizenship training	2	1	4	7
Quick thinking	1	2	3	6
Character building	4	1	0	5
Mental discipline	3	0	2	5
Develop musical talent	1	3	1	5
Develop school spirit	4	1	0	5
Possible vocation	3	1	1	5
Individual achievement	3	1	1	5

TABLE XI. MEANS OF CREATING INTEREST IN BAND PARTICIPATION IN ORDER OF IMPORTANCE AS SELECTED BY THE SCHOOLS OF EACH CLASSIFICATION

	1-125	126-250	251-over	Totals
Public performances	28	18	14	60
Music that appeals to the group	12	11	6	29
Festivals	13	1	7	21
Trips	5	9	5	19
Competition	10	3	1	14
Marching	3	6	3	12
Small ensembles	2	3	3	8
Interesting rehearsals	6	1	0	7
Uniforms	4	2	1	7
Organization	3	2	1	6
Credits	1	3	1	5
Enthusiastic director	1	2	2	5
Social activities	0	3	1	4
Exchange concerts	3	0	1	4
Definite objectives	1	1	1	3
Good music	1	2	0	3
Solo work	3	2	3	8*
Good instruments	1	0	1	2

TABLE XII. SUGGESTED MUSIC FOR BAND INSTRUCTION IN THE BEGINNING STAGE AND AFTER BEGINNING STAGE

	School enrollments			
	1-125	126-250	251-over	Totals
<b>For beginners</b>				
Foundation to Band Playing, Griffer	11	4	4	19
Victor Method	2	5	7	14
New Way Method, Storer	2	0	2	4
Transition Band Book, Fillmore	1	2	1	4
Building the Band, Chennette	2	3	1	6
Goldman Band System	0	3	1	4
Jenkins Beginners Band Book	5	1	1	7
Stuber Method for Band	2	1	0	3
Lockhart Method	2	1	0	3
Short Cut Method, Fillmore	0	1	1	2
Willis Band Series				
The Moore Band Course	4	0	0	4
Aschers Orch. and Band Book				
Ditson School Com. Band Series				
Fay Method				
Metcalf Short Cut Method				
Cole Method				
The Educator Book 1, Barnhouse				
Southwell's Beginners Band Book				
Rubank's Elementary Instructor				
<b>After Beginning Stage</b>				
Bennet Books I - II	7	8	5	20
Star Band Folio, Rubank	4	4	1	9
Everybody's Band Book	7	1	0	8
Promotion Band Book	4	1	0	5
Academy Band Book	1	1	2	4
Stunt Folio, Yoder	1	3	0	4
Artamo Band Book	1	1	1	3
Monitor Band Book	2	1	0	3
Clipper Band Book				
Contest Band Folio				
Introducing the Classics				
Brockton Band Book				
King March Book				
Utility Band Book				
Douglas Band Book				
Heart of America Band Book				
Sweet Sixteen Band Book				
R. E. Hall March Book				
Melody Band Book, Barnhouse				
National Contest List				
Miscellaneous Numbers				

## CHAPTER IV

## DERIVED BAND POLICIES IN WESTERN KANSAS SCHOOLS

The primary purpose in the study of the problems involved in the present thesis was to ascertain those policies of administration and organization of the High School Band in Western Kansas which are definitely established and which will in all probability continue to guide and control its future. These policies which are herein listed and discussed have been ascertained from the data tabulated in Chapter III.

Enrollment

The 87 schools cooperating in this survey had a total enrollment in all grades and classifications of 46,316 students. There were 6,623 regularly enrolled in band instruction. The number enrolled in band was 13.8 percent of the total enrollment. With the exception of 9 schools the band instruction was commenced in the grades. One fifth of the schools started the instruction as early as the 3rd grade. One fourth commenced in the 4th grade. Only 9 schools, or about one-ninth, did not begin band instruction until the 9th grade.

There were only 9 schools that deemed it necessary to require any specific music course as a prerequisite or additional subject for band members. A beginners or second band was an organized unit in 61 of the schools reporting.



Seventy of the total number of schools surveyed use some means to determine whether the child is qualified to play an instrument. The leading method to determine a child's ability to play is the music test. The Seashore Musical Ability Tests is the one most used.

#### Rehearsals and Instruction

Band rehearsals are held 2, 3 or 5 times per week, mostly during the regular school session. There were 25 schools which held from 1 to 2 night rehearsals per week depending on the need for added rehearsing in preparation for special concerts, festivals, etc. Night rehearsals for the High School is the exception rather than an established policy. Twenty-one of the schools held rehearsals after school while 27 held rehearsals before school. In most instances these are regular school periods which are designated as activity or music periods.

Fifty-two of the reporting schools have marching drill. This drill occurs usually before or after school so as not to conflict with the regular schedule. In some instances the rehearsal period is used for drill. In 10 of the schools marching drill is held twice a week in season, weather permitting. In the remaining school systems the number of drill periods is irregular depending on season and necessity.

Fifty-six of the schools use specific means for determining position in the concert band. The position is determined in most cases by the ability of the student to play the part. These positions are changed from time to time. The changing period is determined largely



by the necessity for change to add to the playing ability of the band as a whole.

Thirty-five schools use specific means to determine position in the marching band. The leading determining factors being marching and general ability, size, instrument and uniformity. These positions are changeable. The time period varying mostly according to necessity for change to add to the efficiency of the marching maneuvers.

Positions and time of change in both the concert and marching band are determined nearly exclusively by the director.

Sixty-six of the schools have class instruction for the various band instruments. In 59 of the schools the instruction is given during the regular school session. Individual lessons are given in 76 of the systems. These individual lessons are given free of charge in 51 systems. In those schools in which a charge is made for individual lessons the fee most commonly charged is 50¢ per lesson. This fee in nearly every instance goes to the instructor in addition to the regular salary.

Band instruction continues through the summer months in 59 of the school systems surveyed. Concerts are given from time to time to keep up interest and acts as an incentive. In many instances the support given by the municipalities is determined by number of summer concerts.

Practice outside regular rehearsals and class instruction is required in 59 schools. The usual amount required is 30 minutes

per day. This type of activity is checked in most instances by practice slips signed by the parent.

#### The Instructor and His Preparation

The band instructor has strong musical qualifications. In every instance he is a graduate of an accredited college and with but two exceptions in this survey, has many hours of music credit. Two have Master's Degrees. The band instructors of Western Kansas represent forty-one different colleges scattered throughout the United States. In 50 school systems the band instructor is required to teach other subjects than instrument and band instruction. The subject most often combined with band or music instruction is English.

The salary of the band instructor is somewhat higher than the average High School teacher. His contract is being gradually extended to cover twelve months. The city is giving support in 40 systems surveyed. This support is in the form of a specific amount granted, summer salary or aid in buying equipment, etc.

Fees from private lessons is an added source of income to the instructor.

#### Credits

There are only two schools in this survey who do not give credit for band participation. Many give credit for individual lessons. The amount of credit varies from one-eighth unit to one-half unit per semester. The amount of credit given is determined by the amount of time spent in rehearsal, the amount of outside practice done

and the time spent in individual lesson preparation as compared to the required amount of class instruction and time spent in preparation used in defining a unit of credit by the State Board of Education.

Sixty-seven of the schools reporting allow band credit toward graduation. This varies from 1 unit to 4 units. Only 1 school allows 4 units toward graduation.

#### The Music Library

The values placed on the music library vary greatly. The lowest value given was \$5.00. Only 2 schools reported libraries valued at this figure. The greater percent of the schools have music libraries valued from \$50.00 to \$300.00. The value placed on the music library varies greatly with the size of the school and the size of the band organization. One school has a music library valued at \$4000.00.

Thirty schools report a specific method for filing the library. The method predominating is numbering or listing alphabetically in groups according to type of compositions.

Fifty-two schools allow the members of the band to have the music all the time. The music is checked out in folders by the librarian or director or by the student signing a check-out slip which indicates the music has been checked out and by whom.

Seventy-eight of the schools furnish all the music to the student. In 38 of the schools the student is held responsible for



lost music while in 24 schools the loss is cared for by the school.

### History

The early band organizations within the school were merely "pep" organizations or classed as an extra-curricular activity. Today the band is an accepted part of the curriculum. The director has specialized or majored in music. There is a definitely organized band program reaching into the entire system.

The greater percent of the present High School bands prepare for and attend music festivals and contests.

### Uniforms

Eighty-three of the 87 bands included in this survey have uniforms. The cost of the uniform varies from \$1.00 to \$25.00. The school furnishes the uniform in part or whole in 80 percent of the organizations. The parents pay a part of the cost in a very small percent of the schools. This cost to the parents varies from \$1.00 to \$5.00. In a few instances a small fee usually covers cleaning charges.

Civic organizations help to finance the cost of uniforms in about 35 per cent of the school systems.

Forty-seven of the schools purchased tailor-made uniforms while 13 schools have community-made uniforms. The community-made uniforms were made by the Home Economics Departments, the mothers, or the Band Parent Clubs.



### Student Organization

Forty of the bands have student organizations while 43 do not. The officers of the student organization within the band are elected by the band members in 32 of the bands. The director appoints them in 8. The length of the term of office varies from six weeks to one year. The officers usually composing the student organization are: librarian, president, vice-president, secretary, treasurer and student director.

### Band Instruments

Eighty-two of the schools reported school owned instruments. Thirteen schools rented instruments for their students. These rented instruments were usually those needed to fill out the instrumentation and not available in the community.

The instruments that are more often owned by the schools are the large, unusual instruments and the type which the student would have little use for after graduating. This is particularly true for the bass drum, sousaphones, tubas, snare drums, French horns, bassoons, oboes and like instruments. One school purchases all the instruments for use by its band students.

CHAPTER V  
GENERAL SUMMARY OF THE THESIS WITH  
EDUCATIONAL IMPLICATIONS

The purpose of this thesis was to discover through the use of a carefully worked out questionnaire policies now used in band organization and band development in the high schools of Western Kansas. Of the schools contacted through the questionnaire 87 made reply. From these replies the following policies and educational implications are discernable. The policies enumerated below evolve from the data presented in the body of the thesis. These policies constitute Part One of this the concluding chapter. Part Two represents recommendations and educational implications which likewise the author believes from the study warranted suggesting.

PART ONE

Close examination and analysis of the data in chapter three yields the following summary of policies:

- (1) Pertaining to rehearsals and instruction;
  - band instruction should begin in the intermediate grades since the greater percent of the schools begin this in either the third or fourth grade
  - particular fitness for playing a particular instrument is ascertained through the use of a musical test or other means preferred by the instructor
  - a junior or beginners band is a desirable feature of the band program

- a specific music course is not deemed a necessary prerequisite to band instruction
- at least two or three rehearsals per week are deemed necessary to build an efficient band organization
- night rehearsals are seldom used
- marching drill is used in season, usually in the morning and about twice a week
- changing positions in both concert and the marching band is commonly used
- class instruction is used by a majority of the schools. The amount varies. This is given during school hours.
- individual lessons are given in a majority of the schools during school time. In over half the schools no fee is charged for this instruction. Outside practice is required amounting, usually, to 30 minutes per day. This is checked by practice slips signed by the parent.
- continuance of instruction during the summer months is becoming a fixed policy.

(2) The instructor and his preparation;

- all music instructors are graduates of an accredited college. One-third have music degrees
- the band instructor teaches other subjects in two-thirds of the schools surveyed
- the band instructor is hired for twelve months in one-third of the school systems

(3) Credits;

- one-eighth to one-fourth unit per semester is the usual amount of credit given for band participation
- only 18 schools gave any credit for individual lessons
- one unit of band work towards graduation is the prevailing policy

(4) Music library;

- the value of the library in 62 schools varied from \$5.00 to \$300.00
- the manner of filing the music library is to list alphabetically and group or number and check out in folders
- the school furnishes the music in 90% of the school systems

(5) Uniforms;

- uniforms are furnished by the school in 90% of the systems
- the cost of uniforms vary from \$1.00 to \$25.00. In 48 schools the cost fell below \$15.00
- the uniforms were made in the community in one-fourth of the school systems, usually by the mothers

(6) Student organization;

- One-half of the schools have student organization. The officers are librarian, president, vice-president, secretary, treasurer and student director
- the officials are chosen by the band members for the usual period of one year

(7) Instruments;

- Eighty-two schools owned some instruments
- one school owned all the instruments

(8) Objectives;

- the leading objectives as selected by the directors were:
  1. music appreciation
  2. cooperation
  3. worthy use of leisure time
  4. efficient musicianship
  5. discipline



(9) Creating and continuing interest;

- the leading means of creating interest in band participation as chosen by the directors:
  1. public performances
  2. music that appeals to the group
  3. festivals
  4. trips
  5. competition
  6. marching

PART TWO

Recommendations and suggestions in relation to education:

(1) Pertaining to rehearsals and instruction;

- band instruction should commence in the elementary grades preferably the 3rd grade
- some means should be used to determine whether an individual is qualified to play an instrument. This may be a musical test such as the Seashore Test or other means preferred by the instructor
- a specific music course of some type should be a great help in teaching music fundamentals and appreciation
- a beginners band would seem essential to the continuance of a good band program
- at least two rehearsals and preferably three should be held each week
- night rehearsals are not advisable unless absolutely necessary because of many various problems which will arise
- marching is a part of band activity which should be encouraged. Two drills per week, preferably early in the morning, are desirable. Marching drill should not be encouraged to the extent of defeating the purpose for which the band has been organized---that is, to play and play well

- changing positions in both marching and concert band can be used as an incentive to do better work. Some competitive means or the challenge system is usable
- class instruction or small ensemble instruction is advisable. The amount of time used must fit in with the instructor's teaching load and the school schedule
- individual lessons should be given and encouraged
- instruction should continue through the summer vacation. A program should be worked out which will be an incentive to continued band activity
- outside practice should be encouraged and required. At least 30 minutes per day with means of checking should be demanded. The practice slip signed by the parent is a very satisfactory method for checking

(2) The instructor and his preparation;

- the instructor should major in music if possible. Particular attention should be given conducting
- the band instructor should not be required to teach other subjects unless absolutely necessary
- when more than one individual is working with band instruction, personal competition should be eliminated. Hearty cooperation must exist
- the band instructor should endeavor to obtain an eleven or twelve month contract so as to continue the band instruction during the summer months

(3) Credits;

- credit should be given for band work. The amount given should be determined by the amount of time spent in preparation and participation
- credit should be given for individual lessons
- the amount of band credit given should be left to the judgment of the administrator and band director. Two units will probably be a sufficient amount to give for band activities

(4) Music library;

- the band music library should be sufficient to furnish music for all band purposes. New music should be added in sufficient amounts to add variety and quality to programs. The student should own his own instruction book
- the music library should be catalogued and filed so as to make it readily accessible to the users. A card file index is a very good method
- a method of checking music should be used which will give the student accessibility yet will uphold responsibility
- the school should furnish all music generally speaking. The individual responsible for lost music should pay for it.

(5) Uniforms;

- uniforms are an incentive to band interest and pride and should be obtained if possible
- the school should furnish the uniform without cost to the student. The only fee advisable might be a cleaner's fee
- community interest and pride may be generated by making the purchase of uniforms a community project
- community made uniforms can be made a worthy project. A band mothers club can often be organized in this manner

(6) Student organization;

- student organization within the band is desirable. The officers should be selected by the band members. A constitution providing for the organization and control of the band should be formulated and accepted

(7) Instruments;

- it is recommended that the school own all instruments in so far as possible. Equal band opportunities can then be given to all students

- all schools participating in band should own at least all the unusual instruments which are of little value to the student after graduation

(8) Objectives;

- the band instructor should have definite objectives in mind toward which he is striving. These objectives should be possible of attainment

(9) Creating and continuing interest;

- the administrator and instructor should cooperate in establishing means to create interest
- the following seem to be outstanding as means of creating and continuing interest:
  - a. public appearances
  - b. appealing music
  - c. capable and enthusiastic director
  - d. good instruments
  - e. interesting rehearsals

(10) Music;

- the selection of music is one of personal choice on the part of the director
- in Chapter III, Table XII of this thesis is found a list of suggested music for different stages of advancement. The list was suggested by the directors of the bands of the schools in this survey

(11) Seating arrangements;

- the symphonic seating arrangement is the one suggested. Better blending and tone coloring is obtainable
- best results will be obtainable by experimenting with different seating arrangements. The size and instrumentation must be taken into consideration.



## APPENDIX

## Schools Cooperating in the Survey

## Enrollment 1 to 125

Agra  
 Almena  
 Alton  
 Attica  
 Belpre  
 Bison  
 Bluff City  
 Bucklin  
 Byers  
 Claflin  
 Collyer  
 Cullison  
 Dorrance  
 Ford  
 Garfield  
 Gaylord  
 Geneseo  
 Holyrood  
 Jewell  
 Kanopolis  
 Kismet  
 Lewis  
 Long Island  
 Luray  
 Macksville  
 McDonald  
 Minneola  
 Palco  
 Flains  
 Pretty Prairie  
 Ransom  
 Rozel  
 Selden  
 Sharon  
 Sharon Springs  
 Tribune  
 Ulysses  
 Utica  
 Wilson  
 Woodston

Canton  
 Cimarron  
 Dighton  
 Ellinwood  
 Ellsworth  
 Greensburg  
 Hoxie  
 Jetmore  
 Kinsley  
 LaCrosse  
 Leoti  
 Mankato  
 Meade  
 Medicine Lodge  
 Ness City  
 Nickerson  
 Oakley  
 Osborne  
 Protection  
 Spearville  
 Stafford  
 St. John  
 Syracuse  
 Unknown

Scott City  
 St. Francis  
 WaKeeney

## Enrollment 251-over

Anthony  
 Beloit  
 Colby  
 Garden City  
 Great Bend  
 Harper  
 Hoisington  
 Hutchinson  
 Kingman  
 Larned  
 Lincoln  
 Lindsborg  
 Lyons  
 McPherson  
 Oberlin  
 Phillipsburg  
 Pratt  
 Salina

## Enrollment 126 to 250

Bird City  
 Buhler

Fort Hays Kansas State College  
Hays, Kansas  
January 1938

PLEASE DO NOT THROW ME AWAY. FILL ME OUT AND RETURN ME TO  
THE SENDER AND SEE US ALL SMILE

The questionnaire enclosed is sent out in an effort to determine the administrative and organization policies of bands in the State of Kansas. The college and especially the music department will be deeply grateful to you for your cooperation in making this survey a success. We hope to make it a mutual benefit to both administrator and director. We do thank you for your time and interest.

ENROLLMENT FOR SCHOOL YEAR 1937-38.

Senior High School \_\_\_\_\_. Junior High \_\_\_\_\_. Elementary \_\_\_\_\_

Number enrolled in band. (Entire system). \_\_\_\_\_

In what grade does band instruction start? \_\_\_\_\_

What means is used to determine whether a child is qualified to play an instrument before definitely starting?

\_\_\_\_\_

\_\_\_\_\_

Do you require any specific music course such as theory, general music, etc., for band members? \_\_\_\_\_

Do you have a second or beginners band? \_\_\_\_\_

REHEARSALS AND INSTRUCTION

Number of concert band rehearsals per week. \_\_\_\_\_

Do you rehearse during school hours? \_\_\_\_\_

Do you have night rehearsals? \_\_\_\_\_ Number per week \_\_\_\_\_

Do you have after school rehearsals? \_\_\_\_\_ Before school? \_\_\_\_\_

Do you have marching drill? \_\_\_\_\_ How often? \_\_\_\_\_

Time of day \_\_\_\_\_ How is position in band determined? Concert?

\_\_\_\_\_ Marching \_\_\_\_\_

How often are positions changed? \_\_\_\_\_

Do you give class instruction on the various instruments? \_\_\_\_\_

Do you give this class instruction during school hours? \_\_\_\_\_

How many hours per week do you spend in class instruction? \_\_\_\_\_

Do you give individual lessons? \_\_\_\_\_ During school time? \_\_\_\_\_

Is a fee charged for individual instruction? \_\_\_\_\_ Fee? \_\_\_\_\_

Does instruction continue during summer months? \_\_\_\_\_

Do you require outside practice? \_\_\_\_\_ How much? \_\_\_\_\_

How do you check this type of activity? \_\_\_\_\_

#### THE INSTRUCTOR AND HIS PREPARATION

Degree or degrees now held by band director. \_\_\_\_\_

Name of school or schools attended. \_\_\_\_\_

Number of hour credits in music. \_\_\_\_\_

Does band director teach other subjects? \_\_\_\_\_

If so, what subjects? \_\_\_\_\_

Do you have more than one person working with band? Explain \_\_\_\_\_

What salary does band director receive? \_\_\_\_\_

Is the contract for nine or twelve months? \_\_\_\_\_

Is he connected with the municipal band? \_\_\_\_\_ If so, what part of  
the salary does the city pay? \_\_\_\_\_

#### CREDITS

How much credit to you give for band work? \_\_\_\_\_

How many hours per week does the band meet? \_\_\_\_\_

Do you give credit for individual lessons? \_\_\_\_\_ How much \_\_\_\_\_

How much band credit do you allow towards graduation? \_\_\_\_\_

MUSIC LIBRARY

Give approximate value of library \_\_\_\_\_ How filed? \_\_\_\_\_

Explain briefly \_\_\_\_\_  
\_\_\_\_\_

When do members have music: all time? \_\_\_\_\_ at concert rehearsals

\_\_\_\_\_ at group practise? \_\_\_\_\_ Explain method in  
checking out music \_\_\_\_\_  
\_\_\_\_\_

Does school furnish all music? \_\_\_\_\_ Who pays for lost music? \_\_\_\_\_

HISTORY

What year was band first organized in your school? \_\_\_\_\_

Membership first year \_\_\_\_\_ Membership at present \_\_\_\_\_

What was its early relationship to the school? \_\_\_\_\_

Did it have a regular director? \_\_\_\_\_

What was classification \_\_\_\_\_ and rating of your band  
at last festival attended? \_\_\_\_\_

UNIFORMS

Do you have uniforms? \_\_\_\_\_ Cost per uniform? \_\_\_\_\_

Does school furnish? \_\_\_\_\_ Part or whole? \_\_\_\_\_ Cost to  
parents? \_\_\_\_\_ Do civic organizations aid? \_\_\_\_\_ How much?

\_\_\_\_\_ Were uniforms tailor-made or community-made? \_\_\_\_\_

If in community, by whom? \_\_\_\_\_

ORGANIZATION

Do you have a student organization within the band? \_\_\_\_\_ What officers?  
\_\_\_\_\_

How chosen? \_\_\_\_\_ Length of term? \_\_\_\_\_



(Please place the present value on the listed instruments and check purchaser.)

Do you have school owned instruments? \_\_\_\_\_

Do you rent instruments for students? \_\_\_\_\_

Instrument	No. of each	Approx. value	Bd. of Ed.	Band Mothers	Other Organizations
Alto					
Alto Clarinet					
Bass Clarinet					
Bassoon					
Bass Drum					
Clarinet B <sup>b</sup>					
Cornet					
Flute					
French Horn					
Mellophone					
Tenor Sax					
Tubas					
Sousaphone					
Trombone					
Baritone					
Tympani					
Oboe					
Snare Drum					

Please:

List what you consider the three most important objectives of band training.

- 1.
- 2.
- 3.

List ways of creating and continuing interest in band work.

- 1.
- 2.
- 3.
- 4.

List best music for beginning band instruction.

- 1.
- 2.
- 3.
- 4.

List best music after beginning stage.

- 1.
- 2.
- 3.
- 4.
- 5.

Draw your choice seating arrangement of band.

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